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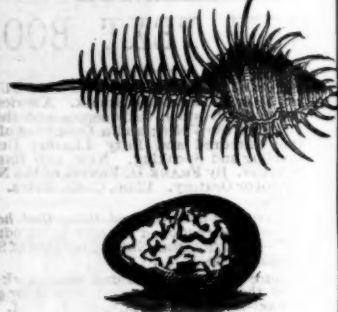
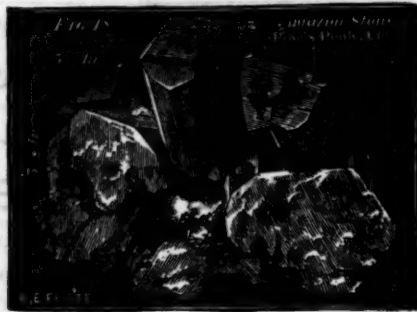
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New York, November 19, 1881.

ANY teacher who has good methods for teaching Reading, Writing, Composition, or for punctuality, obedience, or for instilling good manners,—should write them out for the wide circulation they will get in this paper. Let your light shine abroad.

In the *Practical Teacher*, (Eng.) Mr. Balchin says: "I propose next week to give a lesson upon the cat and tiger tribe of animals; and shall invite each of the forty boys to bring his cat. I can then during the lesson draw attention to the form of the teeth, the structure of the claws and the general outline of the body; each boy noting these points on his own specimen. No doubt the boys will be infinitely amused. The mere sight of forty boys with forty cats would be inexpressibly droll and may interest the logical sequence of my ideas."

There is a live man for you. The mechanical man would do nothing of this kind, not he! It would be undignified anyhow. But the worst thing would be that he could not "hear a recitation," if he had the real object before him. He can make the boys learn a lesson from a book; that is much easier than studying up a live cat!

COUNTY Normal Schools of four to six weeks in duration, have taken the place almost universally at the west of the one week institute. New York State can do a better thing for the teachers than to hold a one week institute. Thus, the School Commissioners have voted year after year; thus, the State Association has voted also. We shall continue to urge that we do something practical to supply the need of trained teachers—if we cannot have them trained in the Normal Schools, let them be trained in the counties their. But training must be given or our so-called education is a great sham.

WHAT is education? Let Pestalozzi answer: "Education relates to the whole man, and consists in the drawing forth, strengthening, and perfecting all the faculties with which an all-wise Creator has endowed him, physical, intellectual, and moral. Education has to do with the hand, the head, and the heart." Let Herbert Spencer, answer: "The one end of all true education is to learn how to use all our faculties to the greatest advantage of ourselves and others," or, "how to live completely. And this, being the great thing needful for us to learn, is, by consequence, the great thing which education has to teach. To prepare us for complete living is the function which education has to discharge; and the only rational mode of judging of any educational course is to judge in what degree it discharges that function." So say two mighty masters in this great work. "The drawing forth, strengthening, and perfecting all the faculties"—that is the method. "How to live completely"—that is the end. Need another word be said?

THE progress of Japan during the last decade is very interesting. The condition of Japan is not wholly satisfactory, but the advance is marvelous and, considering the difficulties involved, substantial and promising. Education is compulsory over the whole kingdom, and the school house is a familiar feature in the villages. Universities and scientific institutions have been established in many of the large cities, 150 miles of railroads have been laid, and more lines are in contemplation. Telegraphic lines and cables make easy communication with all important points. The military system has been reorganized, and although the army numbers only 35,000 men it is said to be well equipped and disciplined. The navy is in an equally sound condition. The friendly feeling of the Japanese toward this country is more marked than toward any other, and we shall show our wisdom by maintaining

it intact. The Japanese school system is almost entirely in the hands of American teachers, and the larger number of Japanese who are sent abroad to be educated come to this country.

WHAT are the most important things for a young person to know? "Why, Reading, Writing, Arithmetic." Stop there. How do you know that. "Because those are the things taught in the schools." Exactly. One can see that you talk like a school master. What other grounds for thinking so?

Let us go into the back yards and see if there is any need of knowledge. This country was once healthy, malaria was unknown. Now it prevails every where. The earth is poisoned first, then the wells are poisoned, then comes sickness and death. Here is a true story. A young man son of a celebrated D.D., married a young woman, a graduate of a female seminary. They were educated (?) and accomplished. They had two lovely daughters; both of these at about the age of fifteen, died of diphtheria. As it was at a country place the physician looked at the surroundings. There was a flower garden in front and a hollow to hold slops behind. "Why this" he said, pointing to the latter, "is enough to kill the whole neighborhood." Were Reading, Writing and Arithmetic the most important for that father and mother to know?

THERE is that most unjust of outrages, (so common as hardly to provoke attention) of appointing lawyers, doctors, ministers, &c., to examine teachers. Teachers themselves are so familiar with it as to forget entirely the humiliation and suffering it continually brings upon them. So indifferent are they to the flagrant character of this practice, that they rarely join in a protest against it, or unite in a movement to protect themselves.

Much of this impotency of the teacher is due to the teacher. He does not study his business. After he has passed the point where continued preparation for the county examination is unnecessary, his ambition is likely to lead him into some special field of literature, science or mathematics, and but very little if any time is given to the study of education.

As a result, practical information concerning the school must be sought by the members of the school board, and in some cases, they become really masters of the business, or, as is more likely to be the case, changes in curriculum, in facilities, in the work laid out or undertaken hastily, without clear notions as to what and how, and as a result, great waste is incurred, and the school system becomes an object of just criticism and attack.

There is one remedy for all this. Teachers should study their business, and prove themselves competent and reliable advisers, and win for themselves a place which experts in all directions are sure to hold.—*Normal Teacher.*

For the SCHOOL JOURNAL.

TEACHERS FROM THE PUPIL'S STAND-POINT.

BY JOE RATHBONE.

Do teachers realize how much the pupils notice their actions and what influence the impression exerts? I fancy not.

I lately heard a young lady, who had not left her schooldays many years behind, say that she had a clear and she believed everlasting remembrance of the actions, kind and otherwise of every teacher she had ever had. She spoke of one who taught in the public school she attended when about nine years old. This lady found time to go to her house to hear her recite when she was sick for a while, that the girl might not fall below her class. She did it of her own accord, neither asking or receiving any remuneration.

One day, because they had tried unusually hard in an examination, she walked around the room and laid two sugar-plum candies on each of the single desks.

The children all loved her so well that they were willing to do almost anything for her. The consequence was she generally had a quiet room and a happy set of pupils. She never sought their praise, yet every scholar of that school is only too happy to give it now. More than one holds in pleasant remembrance the stories read after the day's lessons were done, done early on purpose for the stories; or the privilege of a three minutes recess, to whisper to anybody you wish to.

Of another teacher this young lady said: "She stimulated me to better work and a wider interest by praising me for what I did do." This teacher had a fashion of weaving a great deal about a simple subject, even to the young people of thirteen and fourteen. "In that way," my friend went on, "she taught us early that nearly all subjects were many sided, and that one thing always led to another." She cited this instance. At the morning exercises they read in Romans of the New Testament. A lesson in the Roman History, beginning at the time of Julius Caesar was skillfully woven in each morning. "It happened," the young lady said, "that for many years after I did not have another chance to study Roman History, but learning a little at a time, and in that way it stayed by me, and now I have a very strong taste for it. Since then taking up the thread, by hard work, I have acquired some Latin which has been of great use to me."

On the other hand; of one whose memory was not pleasant, the young lady said "she was one who went to her work, as work; usually just, usually teaching correctly, but never showing any warmth of feeling for her pupils. We were always pupils to her, never young friends.

As teachers of children, whether we be in school or out, let us remember that the pupil flourishes when he feels that the teacher has an interest in him, notices whether his reading and writing are better this week than they were last, whether he does not seem well, and that is the reason why he missed in spelling.

All earnest trying bears fruit in influence, and, if there were nothing else a loved and respected memory for the lifetime of, no one knows how many children, is worth looking after.

THE HIGH SCHOOL QUESTION.

Let us inquire as to the character and extent of this foundation education.

It should aim to prepare for intelligent, loyal and in every way, competent citizenship.

One of the firmly established principles upon which our government rests is this: The government must have the right of self-defense and of self-preservation. But the dangers that menace our government are found within, and not without. Our government is not to find its protection in walled cities, nor in armed fleets; but in intelligent men and noble women; and Dr. Angell of Michigan says, "It is of vital importance, especially in a republic, that the higher education, as well as the

common school education, be accessible to the poor as well as to the rich."

This contains the gist of the argument for High Schools. Consider that sentence well.

The State has need of all the talent with which her sons and daughters have the time to develop. Much of this talent, and oftentimes the most valuable, is bestowed upon the children of the poor, and would probably remain forever dormant if the State did not come to the rescue. Look over the history of our country, and see how large a proportion of the great lights of the nation have come up from obscurity. In some cases these have become great and have been enabled to shed their light upon the nation without the benefits of a higher education supplied at the public expense; but who shall say how many lights have been forever dimmed or quenched from lack of aid, such as the State might easily have furnished. It is not great men alone that are needed; but the State has equal need for intelligent men and women of all ranks of society.

Each and every one should have the opportunity to make the most of the talents that God has given him. With the rich this opportunity is easily obtained; for if not furnished through the public purse, private means are ample, and the college and the university are accessible. But not so with the poor. Here, either the facilities must be furnished from without, or the poor man's child must find himself at the bottom of the ladder and with no means of climbing.

Women of culture are the noblest product which the State can rear.

POPULAR ART EDUCATION.

That some idea may be formed of the extent of this movement in England, in the direction of art education, the following statistics are offered. The schools of art established in the United Kingdom, according to last year's report, numbered 147, with an attendance of above twenty-nine thousand pupils. The number of schools wherein drawing is taught was 4,170, an increase of 403 on the previous year. The number of pupils receiving instruction in drawing and design was in 1878, 727,874, an increase of more than a hundred thousand over the report of the previous year. At the examinations of forty-eight training colleges, in which teachers of elementary schools obtain certificates as teachers of drawing, 880 persons received these certificates. The last report of the "Art Department of the Committee of Council on Education" says: "In the four years from 1874 to '78, the number of institutions in which instruction is given in drawing, or in higher art, with the aid of the department, and subject to its inspection, has increased from 3,202 to 5,238. The number of persons taught, and of exercises and works examined, has more than doubled during the same period, while the total amount of the aid given by the department in the form of payments on the results of this instruction, as tested by examinations, has risen from £23,921 in 1874 to £51,082 in 1878, or upward of fifty per cent of increase." These "payments on results of examinations," I may explain, are special fees, varying from a few shillings to a pound or two, paid, per capita, on account of pupils whose work has been approved in the examinations of the various training schools. The sums appropriated last year, for establishing and maintaining schools and museums of art, amounted to more than a million of dollars, and the investment was thought to be a profitable one for the State.

But, taking another view of the merits of popular art instruction, let me inquire what is the aim of a common-school education—what object has the State in view in furnishing free schools for the people? Certainly, the aim and end of this instruction should be distinct from that of the college or the professional schools. Its legitimate aim is a simple one—to furnish the young with the means of earning a livelihood. By this means it makes of them good citizens, with the requisite knowledge for serving the State. It does not design to fit them for professions. This task, with every other professional interest, properly belongs to the college. There i

noticeable a marked confusion of ideas on this point. The end, therefore, of a common-school education is to furnish the youth with the tools education supplies for earning a livelihood. A knowledge of the principles and practice of drawing and design contributes to this end quite as directly as any other study in the curriculum, and as a discipline for the mind it has peculiar value, to which reference will hereafter be made.

If, however, we simply take the ground that instruction in the elements and rudiments of art educates and disciplines the faculties and senses of the pupil, we are thus enabled to establish its claims to a more prominent place than that usually accorded it in the common-school curriculum. It educates the powers of observation that are at the root of success in all things. It tends to establish that harmony between the head and the hand which is always a subject of admiration in human skill, and which may be so cultivated that the hand becomes, as it were, an extension of the brain. Art, in its lower forms, is the most practical of intellectual pursuits, because it is the most objective in all its processes.—*North American Review.*

THE GROWING TEACHER.

One of the most pitiful sights to see is a dwarf. It saddens one to see the arm that should be well rounded and strong, puny and weak; the feet, made to walk far and rapidly, move slowly and perhaps helplessly. How pitiful to see a man in years but a child in growth! The mechanism of the human frame is wonderful, and we take a satisfaction in seeing it well developed.

Far more wonderful than the powers of the human frame are the capabilities of the mind and soul. There are other kinds of growth than growth of body; and hand in hand with all development of higher powers for the teacher is growth in teaching. There are growing teachers, and teachers who have ceased to grow. Some teachers have been engaged in the work for years, but have not made the least progress in the art. They had certain knowledge when they commenced; they have the same now, but no more. They have no new ideas on the subject of illustrating lessons, upon securing attention, upon keeping order; and, saddest of all, they have not advanced a particle in learning to secure the love and confidence of the children. They have not grown, and in all that pertains to teaching they are still babes; we do not say dwarfs, because that implies the impossibility of further growth, and it is always possible for the backward teacher to realize deficiencies and begin to grow anew.

The teacher who would grow must bestir himself, must learn what others have done, and are now doing; must not be above learning from every available source; must attend teachers' meetings, and brighten up by associating with fellow-workers; in short, must be determined to improve; then, and only then, will success be sure. One who has resolved to go forward in this work cannot be held back. The same perseverance that makes great artists, famous singers, or giants in any profession, will make powerful teachers. The most essential element of success in an earnest, prayerful determination to succeed.

Growing skillful in any labor brings pleasure. What work can compare with that of influencing young minds and hearts! And what satisfaction equals that of knowing that one is steadily growing in this power of leading others. The teachers who neglect any help in this growth proclaim that he does not need to grow; say by his conduct that he has reached the full stature of manhood. As a teacher, Jesus grew.—*S. S. Times.*

WHAT a rare gift is that of manners! How difficult to define; how much more difficult to impart! Better for a man to possess them than wealth, beauty or talent; they will more than supply them all.—*BULWER LYTTON.*

OH, how wonderful is the human voice! It is indeed the organ of the soul! The intellect of man sits enthroned visibly upon his forehead and in his eyes; and the heart of man is written upon his countenance. But the soul reveals itself in the voice only.—*LONGFELLOW.*

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

THE PRIMARY CLASS.

FOR MEMORISING.
THE MINUTES.

We are but minutes, little things,
Each one furnished with sixty wings,
With which we fly on our unseen track,
And not a minute will e'er come back.

Tick, tack, tick tack,
Are wings on which we fly.

We are but minutes, use us well,
How we're used we must some day tell,
Who uses minutes has hours to use,
Who loses minutes must hours lose.

We are but minutes gliding by,
On our wings do the hours fly.

We're bearing mortals from shores of darkness or
realms of day.

Little drops of water,
Little grains of sand,
Make the mighty ocean,
And the pleasant land.

Little deeds of kindness,
Little words of love,
Make our earth an Eden,
Like the heaven above.

And our little moments
Humble though they be,
Make the mighty ages,
Of eternity.

Don't be in a pet;
You never should fret,
But laugh and try to be good
You never should scold;
Do what you are told;
As little ones always should.
What you do, do always well;
Let your aim be to excel.
If you fail, why try again;
So by trying you will gain
Till perfection you attain.

Busy I must be and do
What is right and useful, too;
What my teachers, fond and kind,
Bid me, I will gladly mind;
Never cause them grief or pain,
Never disobey again.

Ho! ye who at the anvil toil
And strike the sounding blow.
Where from the burning iron's breast
The sparks fly to and fro,
Oh, while ye feel 'tis hard to toil
And sweat the long day through.
Remember it is harder still
To have no work to do.

LESSONS IN NUMBERS.—COUNTING.

Next proceed to count the even numbers. To teach to count, use beans or counters of the numerical frame; count slowly, at first saying, one ball, two balls, etc. Thoroughly fix the idea that *one, two*, etc., means *one thing, two things*, etc. When this is done count one, two, etc.; proceed concretely first, then abstractly. Take a handful of any small articles and let the child count them out, two by two. Day by day repeat the exercise. Get a pile of two-cent pieces, and count them. This is practical work, and has something to do with real life. Again to reach the dull child, one who cannot count 2, 4, 6, 8, 10, without trouble? Write all the numbers from 1 to 20 on the blackboard, then let him count 2, 4. After this is well understood, write the numbers up to 20, and cross out the even numbers. Put on the table a handful of beans; move one aside saying one, then move two more and say 3, etc., and cross out each alternate one; or tell him to whisper 1 and speak aloud 2, whisper 3 and speak aloud 4, etc. Make the trial of counting money, starting with one penny and adding two each time, finally substituting two-cent pieces. Buttons or little squares of cards may be counted in the same manner.

"IDEAS are the great warriors of the world, and a war that has no ideas behind it is simply a brutality."

For the SCHOOL JOURNAL.

THE ART OF MISMANAGEMENT.

It is a fact that some teachers have this art in perfection. A school-room visited in Suffolk County, was more like bedlam than anything else. The teacher was a stout young countryman who could have thrown a horse down. His hair stood upright and his eyes bulged from their sockets. On seeing his visitor, he seized his ruler and struck it violently on the desk. "Be still, can't ye." I sat down and looked around. The children looked kind and docile; but they moved incessantly; they turned and twisted, they shuffled their feet; they dropped books and slates, they talked with each other; and yet there was a seriousness about it all that led me to say to myself—*they do this from habit and consider it the normal way to behave in school*. The teacher sat down beside me and poured forth his sorrows. "It was the worst school he had ever seen; he had whipped one or two, but it did not do much good; he kept them in at recess, he kept them after school, he told their parents, and now he had offered a gold pencil to the one that sat the stillest!"

On asking for his program, he said he "had not fixed that up yet, did not think it would help matters: they needed the goad." Nor had he fixed studies for those not reciting. In fact he was sailing without rudder or compass. These plain rules were set at defiance.

1. He neglected to furnish each pupil plenty of suitable work.

2. He made commands constantly that he did not secure the execution of. He would call out an order and leave the pupil to obey or not as he choose. Occasionally he made a demand, which it is impossible to comply with as; "Don't you speak another word;" "Don't you stir in your seat again."

3. He was sarcastic and his pupils talked back and they were impertinent.

4. He utterly ignored the courtesies of life in the treatment of his pupils. He talked as one would to a drove of oxen. He seemed not to know how human beings should be treated and yet he was not hard hearted or cruel; he was simply ignorant.

5. He evidently had given no attention to studying the minds and hearts of his pupils. He knew nothing about them; he could have lessons recited and say "you'r wrong," "that aint it," "do it over," etc.

6. The comfort of the children, the air, the sunshine, etc., gave him no thought. The floor was dirty, the windows grimy, the walls broken. While these did not cause the disorder, they showed the cause of the disorder was in him.

7. He showed plain enough that he disliked school-teaching. The pupils saw it. They found out he was annoyed by their noise and enjoyed his misery.

8. He had no knowledge of the way in which children are governed, influenced and led.

9. He had no knowledge of *teaching*, nor did he teach while I was present.

TEACHING READING.

The general fault in school intonation is the prevalence of a high-pitched monotony. The middle pitch should be the most commonly used, and monotony never. The characteristic of all speaking tones is inflection, and not even the multiplication table, should be rehearsed without inflection.

Children take a great delight in exercises on the voice, so that there is no difficulty in fixing their attention on lessons of this kind. We have only to listen to the reading of our most highly educated men to discover that the public school teachers of the risen generation did not do their duty in this particular. Let it be your aim to lay the foundations of a higher style of public and professional reading in the rising generation by the regulation of the voices of your pupils in the earliest, and in every stage of their public school career. In no department is the adage more true that "the child is the father of the man," than in the management of the voice in reading. The blemishes in the public readers of to-day are the uncorrected habits of their

childhood; and the excellences of your little learners now will survive as the ornaments of their mature professional style, in the pulpit, at the bar, on the bench, or in the school-room.

The gamut or inflections consists of a rising and a falling tone of each of the four varieties: high, low, simple, compound. The ear requires to be trained to discriminate these varieties. Follow this plan: read slowly to your class and ask them whether your voice is rising or falling wherever you make a stop. When they can distinguish this radical difference, read again and ask whether your closing inflection was relatively high or low in pitch. Then read a third time, and ask whether the inflection of any given word was simple or compound. In this way you both test and train the ear, and you will find that what the ear can apprehend the voice will readily execute. I have heard a class of "deaf and dumb" children produce the characteristic differences of inflection and pitch; so that even those of your pupils whose ears are dull to such effects may be made to apprehend them, and to render them satisfactorily in practice.

A child expresses ideas by single words, and the most eloquent speakers express ideas singly, although by combination of words. Sentences are divided into clauses, which have been happily called "oratorical words," and each of these must be presented to the mind as a separate fact. For example, take this sentence: "During the recent thunderstorm, an unfortunate man traveling on the road was struck by lightning and killed." This would be expressed by the child narrator in the three words, "Lightning kill man." But though, in the sentential statement, more words have been used. They arrange themselves into three groups corresponding to the three single words in the child's imperfect version. On this principle the reader should deliver the words of the longest sentence. The principle of grouping words must be recognized as one of the most important in the whole art of reading. Teach your pupils to unite no words which do not make sense together, and they will soon acquire a perception of the principle which guides to appropriate clausuring.

The clausular division of sentences furnish the natural breathing places. Punctuation is no sufficient guide for the regulation of the breath. Commas are often used where a break in the flow of sound would be inappropriate, and the boundaries of important clauses frequently occur where no comma is required by the rules of punctuation. Learners would read better, if, instead of being told to "mind the stops," they were directed to "mind the thoughts, and pay no heed to commas."

In this matter young pupils will, of course, depend on the direction of the teacher; although they should be encouraged to think for themselves as much as possible. It is not, perhaps, generally known that the selection of emphatic words is regulated by principles, which can be exactly formulated for teaching. The study of these principles is one of much interest, and no more improving exercise can be prescribed for advanced pupils than the application of the principles of emphasis to passages from the writings of our best authors. Many mistaken ideas have been entertained with reference to emphasis; the fundamental mistake being that no rules could be laid down for the reader's guidance. You can, however, not only point out the emphatic words with confidence, but you can explain the reason for your selection to those pupils who are qualified to comprehend them. Everything is best done that is done by rule, and all teachers should make themselves familiar with the very important laws of emphasis.

This requires not only modulations of inflection, stress, pitch, force and time, but a general suiting of the sound to the sense that shows the reader to be in full sympathy with his subject. Analogies that can scarcely be enumerated will influence the style in various ways to produce this effect. The principle may be laid down that every sentence should be so read as not only to express its meaning, but to indicate the reader's sentiment in regard to it—whether of approbation, condemnation, in-

difference, etc. You will therefore treat as a fault in your pupils a style of reading that—however perfect, otherwise—is merely mechanical; warming what is cold, enlivening what is dull, and inspiring a sympathy of manner as the highest attribute of excellence in your most advanced pupils.

There is but one other point I wish to notice, in conclusion; that is the importance in teaching reading of simultaneous exercise. We know how the voices of a congregation are led in singing, by a single precentor. The most influence of voice developing voice will be found in the simultaneous exercise of class in reading. Of course the individual voices will be tested from time to time, and separate readings will be occasionally prescribed; but the general exercise of a class will, with great advantage, be simultaneous. You can readily distinguish a discordant vowel or inflection, even when twenty or thirty voices are sounding together. Your pupils in this way receive a much larger amount of exercise, and the interest of the class is much better sustained than when each individual is called on for the few moments which can be allotted to him for separate reading.—ALEX. M. BELL.

For the SCHOOL JOURNAL.

SPELLING.

By W. W.

To be able to use our language, a knowledge of how to spell the words is essential, but the customary process of gaining this knowledge in our schools can be fairly regarded as little less than a first-class humbug; and the absurdity of having pupils spend their time in learning to spell columns of words of whose meaning and use they have not the slightest conception, appears when we find them unable not only to use these words in composition or conversation, but even to understand their meaning when read. Would it not be equally reasonable for a blacksmith to spend his money in buying a fine set of jeweler's tools for which he had not the slightest use?

Nothing, however, that may be taught is more important than an acquaintance with words, but an acquaintance must be taken to embrace more than the name or the elements merely. A word is the sign of an idea and the *sine qua non* is the idea itself and the power to put it to practical use, and the writer takes the ground that exercises which educate and cultivate that power should occupy a prominent place on the daily program.

The following method of making pupils familiar with words is given after a successful trial.

Let the teacher choose a number of words (ten will be sufficient,) taking care to select those that are of every day occurrence so far as he can, and pronounce and have them written on slates, paper or board, sometime during the morning session. It will help keep up the interest to correct, when necessary, and grade their work, making the per cents—then for the benefit of those who have no dictionaries, the words should be defined on the board, and during the afternoon have them use each word in sentences of their own composition. These may be read and criticised at recitation, and then they can be spelled and defined *understandingly* and with some benefit.

Before this exercise grows monotonous vary with a dictation exercise for a few days—keep out the ruts—it is easier to keep out than to get out.

Let us hear from others on this subject. Practical methods is what makes the JOURNAL valuable, and we owe it to the common cause to let our lights shine.

For the SCHOOL JOURNAL.

VOICE LESSONS.

I found the pupils had a stereotyped way of reading, and to this they adhered in spite of all I could do. I took this method to teach a better style of reading, and met with success:

1. I gave the whole school elocutionary lessons. I hung up a chart and practiced on the vocal elements, then I went on to the sub-vocal elements. In this way their voices got "limbered up," so to

speak. They learned to use a good volume of voice; their voices came under their control.

2. I next selected one of Byron's poems, as it was an advanced class, "Lake Leman." We began to read this in concert; then I selected one of the boys, sent him to the platform, and let him read it, having his right hand to gesticulate with. I required him to "look off" at the end of each line; I went so far as to fix on the pupils he was to look at. I repeated this with all the pupils. By this means all become free in their movements, and did what every one who reads well must do, viz., watch his audience to see how they were pleased with the delivery. These points were discussed very thoroughly; they were "drilled" on them:

(1) Pauses. I had each take a pencil and draw a light perpendicular line at a place where there was to be a pause—two lines if the pause was long.

(2) Emphasis. They drew light pencil-marks under each emphatic word.

(3) The going to the platform was exemplified to them; they were to look at the audience so as to catch their attention before the reading began; they were to hold the book easily, and so low that it would be easy to look over it; they were to look at members of the class while reading, "not be tied to the book."

(4) The class closed their books, and sat as listeners.

The effect will of course be imagined. They studied the lesson as they never before had. I took single lines and encouraged them to recite them over at home until they could utter the words effectively. We spent the time of a lesson on a single line:

"And this is in the night, most glorious night!" Without asking a pupil to rise, I would say, "Let us hear the line given out yesterday." One would try and then another. All were encouraged, the best expression noted and a new sentence given out. This took a short time only, then the reading lesson was attacked. I remember I gave out the sentence, "Oh! I have broken my knife!"

It was to be delivered with real pathos and feeling, and it was achieved. Another was:

"A pretty set of acquaintances you have made them!"

Another: "You don't expect expect me to do such a job as that!"

This did not interfere with our reading lessons. Ordinary prose I was satisfied to pass over if they could read it without stumbling.

The chief difficulty is to get some spirit, expression, and color into the reading. The pupil puts this on in the street, but in the school-room leaves it off. The need of some artistic training is evident; the best way is to show how a single line should be delivered, then another, and so on.

Again, the teacher should train his pupils to talk with a nice, even, cultured tone. For this purpose give a simple sentence, "Will you please lend me the dictionary," and practice over and over on it until it sounds well.

ELOCUTION.

Stand with the head and body erect, the chest expanded, the shoulders thrown back, not rigid and formal, but easy and natural. Let the arms hang easily by the side. Place the feet so that they form an angle of nearly ninety degrees, the right a little in advance, and about three inches from the left, the weight of the body will then rest principally on the right foot.

Exercises in breathing: 1. Slowly draw in the breath until the chest is fully expanded; emit it as slowly as possible. 2. Draw in the breath as before and expire it audibly in a prolonged sound of the letter "h." 3. Draw in a full breath and send it forth with a lively explosive force, in the sound of the letter "h." 3. Draw in a full breath and send it forth with a lively explosive force, in the sound of "h," but little prolonged, as in a moderate whispered cough. 4. Fill the lungs, and then emit the breath suddenly and forcibly, in the manner of an abrupt and whispered cough. 5. Suddenly fill the lungs with a full breath and emit as quickly as possible. 6. With a convulsive effort, inflate the lungs;

then send forth the breath gently. 7. Breathe quickly and violently, making the emission of the breath loud and forcible. 8. Prolong the simple vowel sounds musically to the full extent of respiratory power: silently replenish the lungs and recommence the sound as expeditiously as possible. The voice should begin softly, swell out vigorously, and then gently terminate. 9. Pronounce a long series of numbers with a gentle and instantaneous expansion of the chest before each number, continue the exercise for some minutes at a time, without a single pause for breathing. This may be found difficult and laborious at first, but practice will soon impart facility. 10. The practice of energetic reading in a strong, loud whisper, or gruff voice, will prove very beneficial to persons of weak respiration.

While speaking great care should be taken to fill the lungs quickly, and at such times as will at least attract the attention of the audience. Always inhale before beginning a sentence or phrase, before every animated or impassioned expression, before and after every emphatic word, and at all pauses. In exhaling, give out the breath as economically as possible, using no more than is necessary to produce the required tone.

The following exercises will be found useful for practice in articulation: 1. Articulate separately and very distinctly, every element in every word, throughout a line or sentence. 2. Enunciate clearly and exactly, every syllable of each word throughout a line or sentence. 3. Pronounce every word in the same style. 4. Read the line or sentence from the beginning, forward, with strict attention to the manner of pronouncing each word. 5. Read the whole line or sentence with an easy, fluent enunciation, paying strict attention to the expression of the meaning, but without losing correctness in the style of pronunciation.

The science of elocution is indebted to Dr. Rush for discovering and classifying the six primary or essential elements of expression. In every utterance there are six essential elements: Form, Quality, Force, Stress, Pitch and Movement; and by no possibility can a single sentence be uttered without exhibiting all these elements of expression.

For the SCHOOL JOURNAL.

TEACHING.

By G. W. C.

"Teacher, how do you do this question?" said Lilly to her teacher near the close of a hard day's teaching. "Oh! what a temptation for that teacher to glance at the problem and put the work on her slate, saying, 'Do you see how it is done?'" Thus, by telling or showing get rid of teaching. But no, he must "teach" not "keep school." So he said, "Lilly, please read the problem." She reads, "If two persons start from the same place and travel in opposite directions, one at the rate of 45 miles a day and the other at the rate of 67 miles a day; how far will they be apart in 67 days?"

The teacher knows by instinct where the difficulty in the child's mind lies, but how will he get Lilly to see her way out?

How easy to say add "46 miles and 67 miles and multiply the sum by 67."

Lilly would get the book answer, no danger of the teacher's patrons—even Lilly's parents knowing or finding out the "sham" and the matter would be easily off the teacher's mind. He is honest however, and takes delight in seeing mind expand and grow stronger, enjoys the sparkle of the physical eye that indicates the mental eye has seen one more truth.

"Lilly, make a dot in the middle of your slate." "Draw a line to the top of your slate." "How many directions did you go from the dot?" "Draw another line in the same direction." "Yes, now draw one in the opposite direction." Suppose one line is 2 inches long and the other 3, how far did your pencil travel in opposite directions? "Five inches." "Yes! can you tell how far apart the men will be apart in one day?" "No, sir." The

teacher sees that his illustration is too abstract for Lilly's concrete mind and says, "Alfred, will you please step forward and help me show Lilly how to understand this problem?" Alfred steps forward, and stands with his back to his teacher and takes four steps while the teacher takes seven. Lilly sees they are eleven steps apart and have travelled in opposite directions from the same place. Now, Lilly, suppose these steps to be miles. "Well, you and Alfred would be eleven miles apart." Suppose I had travelled 67 miles and Alfred 45? Oh! yes, I see! I know, I can do it now!" Lilly goes to work with a will and what is better an understanding. Not only Lilly but that whole school has gained a little more thinking power. This same power of thinking will be brought to bear upon the next problem and so on. To a skillful teacher expedients are plenty. Oh! for the ability and willingness to teach.

Hearing recitations is easy work but pupils can not recite all the time. Pupils can memorize the book so much more easily than understand the book. A teacher must be suspicious of every memorized book definition and test the understanding of the same by a series of cross-questions. Teaching is causing pupils to understand by and for themselves. Recitations enable the pupil to tell what they were learned but may be used by the understanding. One question and I am done. Would Lilly be most benefitted by being allowed to study that problem out all by herself?

For the SCHOOL JOURNAL

PER CENTAGE.

By W. C. V.

It is beyond my comprehension why so many "rules" are found in our text books concerning the above subject. Now, I disregard all rules, and confine myself to the principle, that the "base of percentage" in every example relating % to is equal to 100%. When this principle is understood, no rules are to be learned by the pupil. Let each scholar make himself familiar in finding the "base of percentage" in simple examples. This will be no trouble to any ordinary pupil. To illustrate this principle, "a man sold a pair of horses for \$300 or \$150 each. On one he gained 25%, on the other he lost 25%. Did he gain or lose and how much? Now, the above example would not be comprehended by the majority of pupils under "rules" found in text books. The solution by the above principle is as follows:

100% = Price paid. 100% = Price paid.
125% = \$150.00. 75% = \$150.00.
1% = \$1.20. 1% = 2.
100 = \$120.00 = Purchase price. 100% = \$200.
120 + 200 = \$320 = Price paid. \$300 = Selling price. Lost \$20.

Should this meet the eye of any teacher who does not use this principle, let him give it a trial and report at some future time the results of his experiments.

CONDUCTING RECITATIONS.

1. The preparations needful for effective work in any profession are two-fold, general and special. For example, a successful lawyer must superadd to a good stock of general intelligence, a thorough knowledge of the law, and of its theory and practice. And not only this, but there must be a careful special preparation for each and every case as it arises in his practice. He must know whether his client has or has not a good cause of action or defense. He must study the facts of the case, the law applicable to it, and then decide upon the plan or method of procedure most likely to win success. So, too, the physician must possess a liberal share of general intelligence, or, in other words, he must have received a good general education. This must be supplemented by a thorough knowledge of anatomy, physiology, hygiene, etc. And, furthermore, he must have mastered the theory and practice of his profession, and must make a most careful diagnosis of the case of each patient presented for treatment.

These principles are so well understood in their

application to the so-called learned professions that they require no further illustration. But they are equally applicable to the profession of teaching, which should be the most learned of all the professions. They are as indispensable to real success here as in any other calling whatsoever. Until this truth is generally recognized and acted upon, our school-rooms will too often be officered by quacks, and our children will be fed with the mere husks of knowledge instead of being nourished by the aliment of its vitalizing seed. A good teacher must first become a good scholar. He must know thoroughly, and as far as possible exhaustively, not only the particular branches which he is to teach, but he must have studied to a reasonable extent those which are collateral to them. A teacher cannot teach arithmetic as well as it ought to be taught without some knowledge both of algebra and geometry. He cannot make good geographers of his pupils without knowing something of physics, botany, geology, zoology, and history. He cannot teach the English language in all its fullness without having mastered those other tongues from which it is mainly derived. The teacher should, in short, possess, as the basis of all his other qualifications and accomplishments, the rich inheritance of a broad, a liberal, and an exact scholarship. No profession demands a greater wealth of resources and of culture than does his. The time is coming when an enlightened public opinion, appreciating to a far greater extent than heretofore the vastness of the interests involved in the character forming processes and influences of a right education, will insist that the teachers of the nation shall be among the wisest, noblest, and best of the nation.

2. A suitable preparation for the recitation, and for all effective work in the school-room, demands on the part of the teacher a knowledge of human nature, a careful study of the laws of physical, intellectual and moral development, and of the best methods of securing the higher ends of school instruction and discipline.

It would seem that this proposition needs but to be enunciated to be accepted. And yet a vast majority of the schools of this country are in the hands of teachers who have scarcely bestowed a thought upon the philosophy of education, upon the nature of the human mind and the best methods of dealing with its manifold powers and susceptibilities.

There is a science of education, and there is an art of teaching growing out of it. There are certain laws under the operation of which human beings advance from the helplessness and dependence of infancy to the strength and maturity of manhood and womanhood. There is an order of evolution of the human faculties, and there is a true order of study corresponding therewith. There are principles controlling the right exercise of the faculties, and there are methods of exciting these faculties to a wholesome activity. The methods may vary and change with circumstances. The principles are immutable and eternal. They give shape and efficacy to methods. Now it is claimed that some knowledge of this science, this art, these laws and principles, with the methods based upon them, is indispensable to the highest success in teaching; that merely to know the branches to be taught is but a single step in the direction of the qualifications of a true educator—a former of character. In other words, teaching, when viewed from its broader, more comprehensive standpoint, is a profession, and demands that a careful and painstaking preparation should be made for it. This conviction is daily becoming more general and more deeply seated. As a consequence of it, normal schools, for the professional training of teachers, are rapidly multiplying, and they will continue to increase in number and influence until they become capable of supplying the entire school system of the country with well-trained, skillful instructors.

3. It is indispensable to success at the recitation that the teacher should make a careful and thorough special preparation for each exercise.

This is a vital point. A teacher should never appear before his class without a careful review of the subject matter of the lesson in its relation to

the preceding lessons and to the mental status of his class. There should be not only a fresh examination of the subject, but a well-digested plan for accomplishing the objects for which the particular lesson is assigned. Every difficulty likely to arise should be foreseen, and, if possible, provided for in advance. The teacher should in the course of this special preparation strive to put himself in the place of his pupils, look at the subject from their standpoint, and anticipate, as far as practicable, the explanations, questions and illustrations that may be necessary to lead them to the right conclusion.—PROF. W. F. PHELPS.

THERE IS WORK FOR ALL.

FOR DECLAMATION.

There is work for all in this world of ours,—
Ho! idle dreamers in sunny bowers!
Ho! giddy triflers with time and health!
Ho! covetous hoarders of golden wealth!
There is work for each, there is work for all,
In the peasant's cot, in the noble's hall;
There is work for the wise and eloquent tongue,
There is work for the old, there is work for the young
There is work that tasks manhood's strengthened zeal,
For this nation's welfare, his country's weal;
There is work that asks woman's gentle hand,
Her pitying eye, and her accents bland;
From the uttermost bounds of this earthly ball,
Is heard the loud cry, "There is work for all!"
Think on the waste of human life,
In the deadly scenes of the battle-strife;
Gaze on the drunkard's wife and child,
List to his ravings, fierce and wild;
Look on the gibbet, with shuddering eye,
As the place where a fellow-man may die;
Think on the felon in dungeon dim,
He is thy brother—go, work for him;
Visit the widow, the orphan, the old,
When the wind blows keen, and the nights are cold;
Think of the poor in their low estate,
The toiling poor who make nations great;
Think of the sick as they helpless lie;
Think of the maniac's frenzied eye;
Let the motive be pure, and the aim be right,
What thy hand finds to do, do with all thy might.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises and distributed among the class, or one may be written on the black-board each day.]

GROWTH is better than permanence, and permanent growth is better than all.—GARFIELD.

Let the way that we journey be rugged and bleak,
By and by we may smile as we wander to day
Where the roses are blowing, and fancy the way
Is forever to lead amid beauty and bloom.
If we know that the sunshine will vanish in gloom,
Let's be glad till the shadows are on us.

—J. G. HOLLAND.

How beautiful our lives would soon grow if we carried always with us and put into practice, the lessons we learn by experience! We look back at the end of a year and see many things that cause bitter regret, but instead of leaving them behind we go on repeating the same follies and errors in the new year. A little heroic decision would enable us to rise every day on the mistakes of yesterday.—S. S. Times.

Oh, what is life? Drops make the sea;
And petty cares and small events,
Small causes and small consequents,
Make up the sum for you and me;
Then, oh, for strength to meet the strings
That arm the points of little things!

WHATEVER you win in life you must conquer by your own efforts, and then it is yours, a part of yourself.—GARFIELD.

Home's not merely four square walls,
Though hung with pictures nicely gilded,
Home is where affection calls,
Filled with shrines the heart hath builded.
Home! go watch the faithful dove,
Sailing neath the heavens above us
Home is where there's one to love,
Home is where there's one to love us.

ONE of the most pitiable sights in the world is, to see a great, coarse, vulgar man or woman, with diamonds on their fingers and fine fabrics on their backs, but with no diamonds in their minds, and no silks and satins in their moral character.

EDUCATIONAL NOTES

NEW YORK CITY.

THE BOARD OF EDUCATION met Nov. 16th.

The Mayor sent in the following nominations: J. E. Simmons, lawyer, in place of Charles Place; Edward Patterson in place of J. D. Vermilye; Jacob H. Schiff in place of Julius Katzenberg; Dr. W. J. Welch in place of T. Moriarty; Wm. Belden in place of W. H. Wickham. The only changes in School Inspectors will be: in the Eighth District, T. M. Oliver in place of S. R. Filley; Ninth District, T. E. Wilson in place of F. H. Fail, resigned; First District, N. Muller in place of John B. Huggins.

Mr. West offered a resolution that no bill of the Trustees for stenographers be paid, unless the service was previously ordered by the board. A bill of \$120 was incurred by trustees of 22nd Ward. Mr. Wetmore asked for \$12,000 for G. S. 24 to buy the adjoining house and lot. The question whether first grades, unless containing fifteen pupils, and second do. of twenty do., should be omitted, was discussed, and on vote, 6 to 13, was defeated.

ELSEWHERE.

BAYONNE.—Mr. G. A. Atwater, Principal of No. 5, is an enthusiastic student of Conchology, an artist of considerable merit, and something of a musician. His papers, read at the association meetings, evince thought and are always interesting. The building in which he teaches has been modified during vacation and he says it now just suits him. Of Miss P. E. Van Nest, we can say she has faithful teachers to second her efforts in every department. It is no flattery to say that few principals in New Jersey are her equals in acquirements and earnestness and purpose.

PENNSYLVANIA.—Greene Co.—The Institute convened in Waynesburgh, Oct. 24th. At the opening session there were 140 teachers enrolled; total enrollment during Institute, 186. There were but sixteen of the 187 actual teachers in the county, during the present year, not present in the Institute. [Good.] The instructors and lecturers were Hon. Henry Houck, Dr. A. N. Raub, Col. L. F. Copeland, Dr. A. B. Miller and Prof. Z. X. Snyder; Col. Copeland's lectures on "Snobs and Snobbery" and "Mistakes of Bob" were entertaining, instructive and amusing.

The educational affairs of the county appear to be in a flourishing condition, under the management of Supt. W. M. Nickeson. Arrangements have been made by which local institutes will be held in the various townships of the county during the coming winter.

BROOKLYN.—A Brooklyn principal thinks that public schools must necessarily be made the experimenting fields for young teachers and that the primary classes are least likely to be injured by them. "Young teachers must mark a start somewhere and at some time, and where would you put them?" Did it ever occur to him that young persons could, after graduating, spend a year or two in learning how to teach, in the class rooms of those who are masters of the art, and even then perhaps they would be more fitted to take an intermediate class? Did he ever know that the Normal Schools were instituted to do just this work? This gentleman's school gives every indication of being well managed and taught in the upper department, but not so in the primary. Another query—can a principal shut out school from his mind at three o'clock and keep it out until nine the next day? This man says he does it.

W. D. M.

N. Y.—Suffolk Co.—The following suggestions are made by Com. Elmore. Let the other commissioners look at these. Let us agree on a basis and go to the Legislature for power:

1. Begin the school year on the first day of Sept.
2. Hold the annual meetings for the election of trustees on the last Tuesday in June.
3. Adopt the township system partially, retaining the present school districts, and allowing each one to elect a sole trustee.
4. Require these several trustees to assemble in a convention on the last Saturday in June, at the most central or accessible locality for holding such meetings. By ballots, require them to select one, three, five or seven of their number, according to the population and trustees in each town. The persons so selected shall constitute the town board of education, whose duty it shall be to organize, maintain, direct, control and to have the entire supervision of all the schools needed in the town.

5. Make the commissioner, ex-officio, chairman of each of these several boards, within his jurisdiction, allowing no teacher to be employed without his approval, save by a unanimous vote of the board.

6. Allow the members of this board a fair compensation for their services.

7. To entitle the town to participate in the public money, extend the legal school year to thirty-six weeks, of five days each, in every district.

8. Make all assessments of local taxes for school purposes, by towns.

9. Retain the present district quotas for duly qualified teachers, apportioning the remainder of the public money solely on the basis of actual attendance at school.

10. Empower the commissioner to transfer the teachers from one school to another in the same town, as often in his judgment, as the schools may be made more efficient by so doing.

11. Make the engagements of teachers extend through the entire year.

12. Increase the authority, general powers and duties of the commissioners; extend their term of office to six years; pay them a salary commensurate with their work and responsibilities; put stringent qualifications upon them; require three years' successful teaching; compel them to devote their whole time to the discharge of the duties of the office, and then, if any are derelict or incompetent, subject them to suspension or removal by the State superintendent.

13. Organize, annually, in each commissioner district a local normal training school of four or six weeks duration, for those who have never taught and for third grades. The State to furnish a competent trainer, and the sessions to be held at some point where pupils can be made available for actual school-room practice—organization, management, gradation, classification and methods only to be taught—all educational qualifications having been previously acquired.

14. Hold one institute annually in each county, and compel all teachers to attend.

15. Adopt a uniform system of teachers' examinations for the whole State, the questions to be prepared under the direction of the State superintendent, assisted by so many of the commissioners as he may call to his aid; the percentage and experience required of each grade—the actual standard of qualifications—to be determined by them; hold out two examinations—only one if practicable—every year, and these simultaneously in all the commissioner districts of the State.

16. Grade all the schools in the State, defining clearly the successive steps of gradation from the lowest to the highest; establish also a uniformity of text-books, in counties at least, if not throughout the State.

LETTERS.

Public schools have made, as everything else, rapid strides in the South. This is not more manifest anywhere than in the small towns, particularly in Tennessee; for in these towns the people have become weary of bad, ill-governed schools, and established systems under their municipal governments.

The little town of Jackson was among the number to organize her own schools, where her youth might be educated, and for the last few years there has been in operation in the town a system of schools of which the citizens are justly proud. Out of about six hundred children, drawn from every manner of schools, have been formed graded schools in which all the latest views about government and teaching have been introduced. There was serious opposition among a certain class at first, but it is now entirely overcome. For instance, parents objected to furnishing written excuses in case of absence and suspension when children were kept at home without just cause, but as the superintendent and board were firm in upholding all rules, the people yielded and everything is working harmoniously.

The system of familiar talks on suitable subjects and reading well-selected articles, gives entire satisfaction, and when properly managed, are very interesting. Of course the subject or reading is selected as regards the grade of the pupil. Another prominent feature is change of occupation, instead of relaxation, as rest. Thus all time is profitably employed and industrious habits are instilled into pupils. Pupils are made to feel that everything done in school, every recitation, talk, etc., is important.

All the teachers of our schools are now subscribers to some of your papers, and they are delighted with them.

L. T.

Your excellent paper, N. Y. SCHOOL JOURNAL, has made itself an indispensable article to me. I admire your bold, outspoken manner. Give us the truth, and "fear not." You are doing a noble work for our schools. Our teachers here need just such stirrings-up as you

give them. Unfortunately only three of us read your paper. The others will soon become ashamed of their antiquated notions, I think, as we have a local Institute in working order now. One said yesterday he thought it wrong to give children the reason for any operation in arithmetic! He thought the mechanical operation was all that was necessary.

H. (A gentleman who had taught ten years with fidelity got some new business that took him among teachers. He says: "I am filled with astonishment at the men and women I meet. I supposed all felt as enthusiastic as I did. I find the dullest persons in the country teaching in the schools. Now and then I come upon a school-room I would like my children to be in, but it is only once in a while. I used to think you were hard on the machine men, now I don't think you are severe enough." H. will find the unprofessionals, the unwoke-up have captured the schools.—EDITOR.)

I write to ask for information, which if you will give me, I will be greatly obliged. Are the public schools using the phonic spellers, and is it probable that the phonic method will be used in schools soon. I would like to know some of the advantages in adopting the new method. Please answer soon. I will do what I can to present your papers, for they are excellent.

A. B., Iowa.

(I suppose you mean Leigh's Speller. It is not much used, but it will be as soon as teachers can be found to use it. It will save time wonderfully. Every teacher should know how to teach the phonic method. "Build" is spelled "bild," etc., etc. Every character has one sound. The plan is one that should be well understood by the primary teacher.—EDITOR.)

I began with my pencil to mark the articles as I read them in the last number. (1) The term "grammar," as descriptive of schools should be abolished, the term "advanced" used. Good.

(2) Teachers should be happy! Yes, they ought to be, but most of them are as cross as—well, not to be too emphatic, "as two sticks."

(3) Good lessons—all that you can say on that subject of lesson-grinding is so good that I rub my hands with delight. (4) I read with pleasure your tribute to Prof. Allen. (5) "Getting schools" is the biggest humbug of the day. (6) Agassiz and you pull in the same line. Who can teach a knowledge of nature? Good teachers of course. (7) Mr. Leland's article on Industrial Education is one that has set me to thinking a great deal. I would like to know more about it. Could I learn to teach it? (8) Schools and politics, oil and water, light and darkness! If the school commissioners are party men, I would not give a cent for them, nor for the schools. But I must stop.

AJAX.

You certainly deserve praise for the earnest words you give to the teachers. But I ask myself, will they be heeded? And I answer, no; that is, by New York teachers. And just why this is so I cannot tell, and I would like to know why, very much. I propose this question. Why does teaching in city public schools take all life and soul out of a teacher?

NEW YORK.

(This is practical enough surely. There will be answers enough given, probably. Some may deny the assumed premises—that city teachers are dead, but the fact is pretty well attested. Not every one bitten by a rattle-snake dies, but the one who escapes is a rarity. Certainly, discuss it.—EDITOR.)

I am teaching a school with four classes, and though my former experience was in a city with one class, I am now better satisfied with results than formerly. They seem to learn faster and more thoroughly than my former scholars. This seems singular, and may seem incredible, but I am telling you the real state of the case. So much am I convinced that the one-class system is defective, that I would prefer to put my own children in a mixed school. A boy in this town at fifteen or sixteen years of age knows as much as those in the city of the same age. I have a class getting ready for college also. So that it seems to me that the machinery of the cities is entirely defective.

H. P. O.

The song in the Tonic Sol-Fa notation interested me; I put it on the blackboard and it was learned at once. Please continue this feature.

B. D.

(This notation is bound to be used despite the opposition to it by those who can read notes. That song can be learned in ten minutes' time to those ignorant of music; if in notes it would take ten lessons of one hour each. Teachers, take hold of this excellent labor-saving system.—EDITOR.)

EDUCATIONAL MISCELLANY.

SCHOOL SUPERVISION.

BY COM. C. D. ELMORE.

I recall an incident of a young teacher, who at the time of my visit was engaged in what she really thought was the best and only proper way of instructing children how to read. She was laboring very hard, her pupils were working still harder, while the operation was extremely painful to the listener. Not one of the reading-books was adapted to the ability, the growth, and the understanding of the pupils; while the subjects being utterly beyond their comprehensions, and the words far beyond their powers of articulation, the whole effort was purely mechanical, and a positive injury, rather than at all beneficial to those engaged in the exercise.

Before leaving the school-room, I frankly told the teacher her efforts on this point were a complete failure, and that an attempt must be made to remedy the defect. The hot blood soon manifested itself in her deeply-flushed face, tinged with palpable signs of suppressed indignation. Feeling assured, from the general appearance of the school that she had in her the right elements for a good teacher, I spent considerable time in privately explaining to her the improved methods of teaching this important branch in primary instruction, and advised her to take one class only upon which to try the experiment. A few months after this, I found her engaged in another district. She was looking cheerful and happy, and the indications all pointed to a pleasant and prosperous school.

Nearly as soon as I entered the room she addressed me in a clear and sprightly tone, saying: "Mr. Commissioner, I owe you an apology." "How so?" said I. "When you last visited my school," she continued, "I was just boiling mad at you for what you said to me about my efforts to teach reading; but this feeling of indignation gradually subsiding, I began to seriously reflect upon what you so kindly advised me to do, and the proper manner of doing it. I determined to faithfully try your method, and I have found it to be just splendid, and have succeeded admirably in my attempt."

Here she gently tapped her call-bell, and in a moment her class in the first reader stood before me. "Now," said she, "this is my apology!"

The change was a marvelous one; she was perfectly delighted with her success, while I was highly pleased with her improved methods and with the rapid progress of her pupils. They properly pronounced all the words in the lesson; the pauses, the accent and emphasis were correctly indicated; and by close questioning, I found every pupil competent not only to tell, in his own language, the subject and import of the lesson, but able to clearly define each word, and to write it legibly upon the slate or board.

VISIT TO A KINDERGARTEN.

After a few minutes walk, we arrived at a fine, commodious school house, with light, warmth and comfort inside. In one window stood an aquarium, hanging baskets filled with ferns and creeping vines hung in the other windows, while hardy and blossoming plants were ranged upon the window sills.

"We have made a mistake," said I, elevating my nose in vain endeavors to perceive the peculiar odor of a close, ill-ventilated room, "it doesn't smell like a school room," but flocks of happy-faced children coming in undeceived me, and presently the exercises began, while I sat there stiff and prim, with all the school-ma'am's natural and enforced dignity, smiling sarcastically, as I saw the children form in circle to commence their play.

A calla lily was placed on the floor, and near it a shell, and the children standing around, pointing to the flower, lifted up their childish voices, and sang a psalm of praise, in which the lily seemed to join, whispering;

"God is ever good to me,"

and the little shell that came from the sea, murmured,

"God is ever good to me."

I began to unbend, and as they waved their tiny hands to imitate the wind sweeping over the grassy hills,

"Every little blade of grass
On the hillside and the lea,
Seemed but waving as we passed
God is ever good to me."

A tear trickled to the end of my sharp nose, my attention was chained, and I entered into their games and plays in spirit, inwardly wondering where the charm lay. Are we all but "children of a larger growth?"

Play it was indeed, but play that reached down to the innermost needs of childhood, and lifted the soul right to God. What was there in it that had power to stir the moral center of my nature? The sweetest and saddest memories came rushing over my soul, and I could hardly restrain the tears. It seemed as if a deep and overwhelming baptism of divine love and tenderness hovered over us, and I could feel the yearning of the heart of the All-Father towards His children. I caught a glimpse of the new world, the pure, young soul was entering, the world of feeling, of imagination and artistic beauty.

This then, I thought was what Froebel designed when he found the secret spring that laid the wealth of the child's nature at his feet, and as I compared this sweet garden for children, where the natural development of what is really in the child, is guided and tended, while the moral nature is cultivated also, to the close, dark school house at home, I shuddered as I remembered all the species of refined cruelty I had unconsciously practised.

A SCHOOL ROOM EPISODE.

BY W. D. M.

The chewing-gum fever had broken out in its most virulent form: it was impossible to glance around the class-room without seeing eight or ten, some of them young ladies and gentlemen, slyly engaged in rumination; expostulation, mild ridicule, even commands produced no effect—the craze was too strong. At last on Friday they were told that if they would devote the next day exclusively to gum, and agree to abstain during school hours thereafter, I would foot the bill. The articles were signed, sealed and delivered, and the whole class marched up to the desk to receive the supply. A more amusing scene could hardly be imagined. They were true to agreement, those school boys; but how they did chew in after school hours!

DOUBLE CRYSTALLIZATION.—Dissolve 150 parts by weight of hyposulphate of soda in 15 parts of boiling water, and gently pour it into a test tube so as to half fill it, keeping the solution warm by placing the glass in hot water. Dissolve 100 parts by weight of acetate of soda in 15 parts of hot water, and carefully pour it into the same glass; the latter will form a layer on the surface of the former and will not mix with it. When cool there will be two supersaturated solutions. If a crystal of hyposulphate of soda be attached to a thread and carefully passed into the glass, it will traverse the acetate solution without disturbing it, but on reaching the hyposulphate solution will cause the latter to crystallize at once in large rhomboidal prisms with oblique terminal faces. When the lower solution is completely crystallized, a crystal of acetate of soda similarly lowered into the upper solution will cause it to crystallize in oblique rhomboidal prisms. The appearance of two different kinds of crystals will not fail to surprise those not acquainted with such experiments. This is a beautiful experiment for the school-room.

TRUE hope is swift, and flies with swallow's wings;
Kings it makes gods and meaner creatures kings.

—SHAKESPEARE.

A MAN in the path of duty is twice as strong to resist temptation as out of it. A fish is twice as strong in the water as on the shore; but a four-footed beast is twice as strong on the land as in the water. The reason is, because the water is a proper element of the one and the earth of the other. Thy work is thy element wherein thou art most able to resist temptation.

OLD RECORDS.

An interesting pair of rooms were discovered and cleared of debris by the fortunate explorer, and it is from records found in these chambers that we have been able to ascertain the name of the city and the nature of the edifice whose ruins are buried beneath the mounds of Abu Hubba. A doorway was found leading into a large gallery or chamber 100 feet in length and about 35 feet in width. In this chamber were the remains of a large brick altar nearly 30 feet square, and evidently the great sacrificial altar of the temple. In the wall of this chamber a door was found leading into a smaller room which, from its construction and position, Mr. Rassam considered to be the record chamber of the edifice.

Here, we have restored to us the ruins and records of a city whose traditions go back to the days before the flood, when pious Xisuthrus, by order of his god, "buried in the city of Sippara of the Sun the history of the beginning, progress and end of all things" antediluvian.

From the earliest days of Babylonian history the city of "Sippara of the Sun" was a prominent center of social and religious life. The excavations, therefore, at Abu Hubba have restored to us the ruins of the great temple of the sun-god, "the House of Light," in the Chaldean Heliopolis. The monuments reveal to us the fact that there was a second city of Sippara, whose ruins are probably marked by the mounds of Deyr and which was dedicated to the goddess Anat or Anunit, and the two cities of Sippara may be identified with the cities Sepharvaim, mentioned by the Hebrew writer of the Second Book of Kings. This discovery is greatly enhanced by the further discoveries made by Mr. Rassam in another mound of Chaldea. The excavations which the explorer made in the mounds of Hubi Ibraheem, some 10 miles east of Babylon, have restored records which prove that beneath these ruins were the remains of the temples and palaces of the city of Cutha, one of the great theological centers of Babylonia.

The above is the record of an explorer's short campaign amid the buried cities of Chaldea, and its results are such as lead us to hope for richer discoveries in the future from the land where centre all the traditions of the history and religion of Western Asia.—*London Times*.

IN A GERMAN SCHOOL.

My father was appointed to the chaplaincy of Worms, on the Rhine, when I was quite a little child, and for fifteen years I never left Germany, growing up with German girls and boys for my school fellows and playmates. German schools generally open at eight in the morning. The girls work until ten, when they have a quarter of an hour for rest and play, and then work on again, and at five the classes break up. Then comes the fun. German girls have brothers who also go to school; these brothers possess sleighs, and the amusement of winter evenings is to fetch the girls from school and draw them home. Of course, each boy has his little girl favorite. When all the girls were seated, each in a tiny sleigh (except, indeed, a few "Boesen," "cross ones," who were left out in the cold), the boys drew up six in a line, and away started the whole procession at a mad gallop through the frozen streets. Carriages, carts, foot-passengers, had all to make way for us. At a certain point we had, of course, to separate, and so the little army gradually became less and less.

In the German school, which I attended for nine years, there were one hundred and twenty girls. With the exception of some twelve or fourteen, all were day scholars; our hours of study being those mentioned above. We were of all ages, ranging from four or five to sixteen or seventeen years. The school was divided into three classes. The first class comprised fifty, the second forty, and the lowest thirty girls. We all met together at ten o'clock, for the quarter of an hour allotted to play. The school was kept by an old lady superintendent, under whose management were three other ladies—

governesses. Two of them were French, the other German; but none of these took any part in the teaching; they remained in the different rooms for supervision only. Once a day, at least, during some class, never at any fixed hour, the lady superintendent would herself come into each room and inquire of the master how things were going on, and if any pupil was either careless or refractory she was there and then reprimanded before us all. We had a professor for every separate subject, and I must say they did their best to interest us in our work. The religious teaching in the school took up one hour every morning, a Lutheran minister and a Roman Catholic priest attending the pupils of the two denominations. There was a professor for history, another for geography, a third for arithmetic, a fourth for astronomy, a fifth for chemistry, a sixth for writing, a seventh for the German language only, two for French—the one for correction and conversation, the other for preparation—a master for drawing, and another for class-singing.

Except what we were given to prepare at home in the evening, all the teaching was done orally. I think the term "lecture" might be more applicable than "lesson" to the hour's instructions given us by each professor. Our history master never used a book, but would himself with great accuracy narrate historical facts to us—sometimes dictating short passages, upon which he would question us in the following lesson. Geography was taught us in pretty much the same way, only we were expected after having heard and written down the names and positions of different countries, rivers, towns, and so on—to point out their situations upon blank maps, where the outlines alone were traced out. Arithmetic and astronomy were illustrated by rules and figures upon blackboards, of which there were two monster ones at either end of the class-room; and I well remember once having been made to represent the sun, whilst I had an earth to revolve round me in the shape of one of the girls. A lecture on chemistry was delivered to us, practically illustrated with interesting experiments, and once we had the pleasure of receiving a shock from a galvanic battery! We were not made to write from printed copies, but our patient, white-haired master would go from desk to desk, and set us some line of poetry, or an amusing proverb, in his own bold, clear hand.

In German we were made to read aloud, not stories out of reading-books, but our professor would choose a passage from some standard work—sometimes poetry, sometimes prose—and we were most carefully taught to recite and to declaim with expression, great strictness being exercised with regard to modulating the voice. Then we would be given a subject (say, "The lily and the bird") upon which to write a short essay at home, and the said essays were carefully revised and commented upon by our German master during the class. The French teaching was conducted in the same manner. Frequently we were given a play by some one of the best authors to put into German, and vice versa, and whilst reading from our own translation, we were supposed to be able to repeat the original line for line, without having learnt it by heart. Conversation was always carried on in the language being taught.

The class-singing was very enjoyable; bright, pretty, well-known airs being taught us correctly.

As for the botany lessons, they were nothing but delightful picnics during the summer months. Imagine sixty girls all sallying forth together, each one provided with a long tin box slung over her shoulder—the said tin box containing a good luncheon! Our professor and one of our governesses accompanied us, and we would wander along the Rhine bank, or up the wooded hills, until we found a suitable place for resting. When luncheon was over we separated into little groups of three or four, to search for wild flowers of every description. When we had gathered a sufficient quantity, we collected together again—the professor in the midst of us—and spent a couple of hours in analyzing, with his help, the different plants we had found. Each one had her book, and the Latin as well as German names were dictated to us, not to be forgotten when asked for at our next picnic.

Then were our sewing lessons—twice a week in the afternoon—where we learnt every kind of needle work, from making a shirt to the finest and most delicate fancy work. Besides this we were drilled every day for an hour by a real live sergeant! —*Home Journal.*

THE TEACHER'S KNOWLEDGE OF THE SCHOLAR'S WORLD

Does the teacher know the scholar's world, or the surroundings from which he comes to the school, and to which he returns as to his native customary social soil?

What are the parents to the child? What are influences of his home life. Who are the child's associates? Who are his playmates? How are these children taught to look upon life? What business principles do they learn at home? What books and newspapers come to the house? I remember a mother telling me, when I went to see the home of my scholars, that she was glad to see me, for she wanted to know which of two low actresses I thought was the handsomest! From that day I knew what sort of a home my dear little boy had. Then think of the life of the apprentice, the surrounding, the companionship; the temptations to low theatre-going and gross spectacular plays.

Here and there a Benjamin Franklin arises out of this coarse low life, but these are the rare exceptions. The daily influence of a profane or dishonest employer, or obscene companions, calls for more knowledge and influence on the teacher's part than that which can be imparted in the single hour of Sunday instruction. An acquaintance with the mental world of the scholar is a necessary element for successful teaching as well as a knowledge of the business and the social world.

Jesse Pomeroy, the boy fiend in Boston, fed his depraved imagination upon the exciting adventures of the dime novels.

I remember visiting two young men in the courtroom in Newark, N. J., who, while waiting for the verdict of the jury, in a trial for murder for which they were both hanged, were beguiling those solemn hours with that sort of pabulum which is furnished by the *National Police Gazette*.—*S. S. Times.*

THE CRIME OF CRIMES.—Some time ago a convocation of the province of Canterbury, England, called for evidence—from clergy, recorders, governors and chaplains of prisons, of lunatic asylums, governors of workhouses and superintendents of police—as to the results of the use of liquor. The evidence returned is of one complexion. "I can trace," said one clergyman, "nearly every case of a family destitution to intemperance." Another says, "There would be no real poverty here, except from some illness, if there was no drunkenness." The governors of workhouses replied as follows, following the exact order in which they are printed. "Twelve years' experience shows that two-thirds of the inmates of this house are victims of intemperance." "Eighty per cent. may be given as the proportion of paupers who are the victims of intemperance." "Without hesitation, I should say that 70 or 80 per cent. of the paupers come to that state through drink." And so it goes on, "80 per cent.," "80 out of 100," "three-fourths," "80 per cent.," in terms that very soon range themselves into a grim tautology. One master of a workhouse says, "I have been relieving officer eleven years, and during that time I never knew a teetotaler applying for parish relief."

POSTAL MONEY ORDER LOSSES.—Since the establishment of the postal money order system of this country, seventeen years ago, the accumulation of unclaimed money at the New York post-office—the central office to which all the unclaimed money at the post-offices throughout the country is sent—have swelled to the great amount of \$1,825,179.49. This accumulation is largely accounted for by the miscarriage of senders' orders or by their loss by the sender or payee. Now the rightful possessors of all this money have been deprived of more often because of blundering ignorance on the part of themselves or the senders of the orders. Does it pay for people to learn to be accurate? Does it pay to have people learn how to transact ordinary business?

EDUCATED IDLENESS.

There is an amount of educated idleness already abounding in our land which makes one wonder at times what after all are the advantages resulting from our costly system of public instruction? The question will of course be withdrawn as soon as it is recollected that from our schools, colleges and seminaries come forth every year an array of young men and women who are to do the grand work a nation like this requires to be done in ever enlarging measure. But still the drones are innumerable. The notion has been fixed in many minds that labor, however honest, is degrading. A glance of the eye over the advertisements of a daily paper discloses the fact that multitudes are eager for places where wages can be had and work is declined. Affairs are indeed coming to such a degree of high and mighty independence, among those dependent for food and raiment on their own exertions, that it is a very common thing for employers to be told by their servants, male and female, that they will not remain in places where the work for one cannot be divided between two or three. Housekeepers are becoming perplexed by this domestic difficulty. But servants will learn the ways of their superiors. To be above work is the pride of many ease-loving women, and to be idle is the ambition of not a few Americans, whose education has been barely sufficient to make them believe that idleness and gentility are allied. No mistake could be greater. For honest work will soil no one's fingers so much as the handling of the bread of indolence.—*Christian Intelligence.*

THE TREATMENT OF BURNS.—The *London Medical Record* says that Dr. J. Troizki, in a Russian Medical journal, adds his testimony to that already published as to the value of solution of bicarbonate of soda as a dressing for burns. He says that during the previous year he noticed twenty-five cases of burns, mostly of a severe nature. Sixteen of them were received in a fire in a village, during a strong wind, when the inhabitants in order to save their property, were obliged to work in the flames. In all these twenty-five cases bicarbonate of soda was exclusively applied. The result of this treatment was so favorable that the author considers himself justified in pronouncing this remedy the best and most efficient in burns of all kinds and degrees. Even in extensive burns of the second and third degrees, the pain was soon alleviated by the application of compresses soaked in a solution of bicarbonate of soda; and the wounds soon healed, leaving but few scars, and no impairment of the functions of the affected parts. No evil results from this extensive use of bicarbonate of soda, which might suggest the reception of carbonic acid into the blood, were noticed.

As regards the application of bicarbonate of soda in burns, the author distinguishes three methods: (1.) Powdered bicarbonate of soda is strewn over the burned parts. (2.) Linen rags, sprinkled with a solution of bicarbonate of soda (1 in 50) are laid on; as soon as these rags become dry, they are replaced by others, or are moistened again in the solution. (3.) Linen rags are applied in the same manner, but are kept constantly upon the burns, and moistened by pouring the solution over them. The first method suffices only for burns of the first degree. Change of the moistened rags is chiefly adapted for burns of the third degree, attended with much suppuration. In exchanging the dry rags, the pus which has accumulated underneath them must be carefully washed off, that it may not be received into the blood; and then a fresh rag soaked with the solution must be placed upon the clean granulating surface. The third method is applied solely in burns of the second degree. Changing the compresses would in these cases only irritate the exposed surface, and, by causing a more copious suppuration, delay the healing process.

CIRCUMSTANCES are the rulers of the week; they are but the instruments of the wise.—SAMUEL LOVER.

THE mother of useful arts is necessity; that of fine arts is luxury.—SCHOPENHAUER.

ENGLAND.

In England, the studies are laid out for seven years; the subject of elementary science has been introduced to be studied as follows:

First year.—Animals, plants, common objects, uses of common objects.

Second year.—Habits of domestic animals, colors, and shapes of familiar objects, uses of substances employed in the arts and manufactures.

Third year.—Animals, plants, simple machines, properties of air and water, uses of substances employed in the arts and manufactures.

Fourth year.—General comparison of the chief classes of quadrupeds, light and heat, processes employed in one of the chief industries of England.

Fifth year.—General comparison of the chief divisions of the animal kingdom, gravitation, weight, specific gravities, processes employed in two of the chief industries of England.

Sixth year.—Distribution of animals, distribution of plants, common pump, barometer, thermometer, pulleys, levers, laws of motion, processes employed in two of the chief industries of England.

Seventh year.—Races of mankind, construction of the steam engine, some of ordinary chemical combinations of frequent occurrence in nature. Application of the steam engine to agriculture and manufactures.

A SITTING SNAKE.—One of the Indian pythons in the Zoological Society's reptile house, which has been until lately in the company with a male of the same species, deposited a quantity of eggs last week, and immediately commenced the duty of incubation, which, as it would now appear, is as carefully performed in these highly-organized reptiles as in the case of the superior class of birds. The "pythoness" is an excellent mother, and has not deserted her post day or night up to the present time. The eggs, which are believed to be about twenty in number, are completely covered by her coils, and the mother herself by her blanket, so that she cannot be seen by the casual spectator. In 1862 a large West African python in the Zoological Society's collection laid a quantity of eggs, and sat on them nearly ten weeks, after which, as there appeared to be no reasonable prospect of her hatching the eggs, they were removed. But upon subsequent examination several of the eggs were found to have the embryo partly developed. It is hoped, therefore, that a successful result may be obtained on the present occasion.—*London Times.*

SEE TO THE CLOTHING.—Children, especially girls who have arrived at the tenth year, are not, as a general thing, sufficiently clad, either about the neck and upper portions of the chest or on the extremities. The continual exposure of the neck is almost sure to generate a catarrhal complaint, even in those of strong constitution, and it will certainly maintain, if it does not increase, any inflammation that may exist in the head or throat. As the secretion from the nasal passages may be entirely overlooked in the case of children, enlarged tonsils may be the only thing complained of by them, or mentioned by their parents. The fact that a child has enlarged tonsils is an evidence that it has suffered for several years undue exposure from the want of the proper kind of clothing. Those children who are afflicted with large tonsils are liable to suffer a gradual decrease of their hearing and to be seriously affected with quinsy, for the reason that nearly every cold that attacks them makes itself felt in the throat.—*Hygiene of Catarrh.*

If every person would be half as good as he expects his neighbor to be, what a heaven this world would be.—*LUTHER NORRIS.*

The shortest and surest way to live with honor in the world, is to be in reality what you would appear to be.—*SOCRATES.*

Oh, who can stretch himself in ease
Before the world's most glorious deeds?

In indolence can bow,

When martyrs, saints, and heroes all

Do after him unceasing call?

Oh! idler, where art thou?

FOR THE SCHOLARS.

A MANLY BOY.

By MRS. A. ELMORE.

He is a reader of the COMPANION, and a real, live boy, no make-believe for the sake of writing a story, but a wide-awake, fun-loving, brown-eyed lad of eleven years, who climbs trees, tears his clothes, loses his temper and then finds it again, just as all real boys do.

But his ambitions and instincts are manly; his obedience prompt and unquestioning; if he has a task to do, he does it without grumbling; but he did not think, when he laid his tired limbs in his soft, warm bed the other night, that the story of one day's patient labor would creep into the COMPANION.

The world is so full of reporters, and letters fly so swiftly from place to place, that one never knows when they are in danger of being named right out in the papers; this time, however, I will only tell you that my manly little friend lives in Ohio; his home is not in or near a noisy city; his "day's work" will seem very odd to city children; very hard to lazy folks anywhere.

His father is a civil engineer, and frequently has contracts for building bridges and culverts miles away from home, but always spends the Sabbath with his family. On Monday morning he must be up before the sunrise, and on his way to his business.

This busy day of which my letter speaks was Monday, Oct. 31st, 1881, and the first thing in the morning, before the sun was out of bed, our little hero was ready to drive with his father several miles to the place where he is building a stone bridge. As they drove eastward, they could see the sun rise and hear the birds sing their waking song, while in the home they had left the signs of "candle-light breakfast" were being put away. The morning was so pleasant that Dick trotted along very swiftly without scolding or whipping, and the rolling river, the piles of immense stones, the yard where the hammers are heard all day, were in sight before one of the workmen had arrived.

With a "good-bye, papa," and "good-bye, my boy," Dick was turned about to trot home again rather more leisurely than he had gone; at eleven o'clock he was in his stall, the buggy was in the carriage-house, Dick's young master was ready for the nice dinner which awaited him; and his little sister was anxiously plying questions about the journey in which she had not been allotted a share.

The dinner eaten, the nice suit of clothes was exchanged for older ones. Dick was hitched to a light wagon, and driven a mile and a half to the coal bank, where the wagon was filled from the little tram-cars that are run out of the mine on to the delivery platform—home again and the coal is shoveled into the coal-house, the wagon swept out, and some bags of grain put in, away again a mile and a half in another direction to the mill; while waiting for the grain to be ground, "my laddie" fills his wagon with sawdust, then piles on his meal-bags and drives home, unloads, unhitches, slips a riding-bridle on to Dick, brings the cow in from pasture, puts Dick away, milks his cow, beds his stock with the clean sawdust, and goes in to his supper.

Do you wonder that he said to the little sister, "I had a very nice time with papa this morning, but dearie, I am too tired to tell you all about it to-night; some other time I will."

Do you wonder that his mother kissed him with a deep sense of joy and pride when he took up his lamp to go up to his room.

Do you wonder that his little sister says, "my brother is the bestest brother in the whole world."

Do you believe that he would be so strong, so good-natured, so willing and manly, if he smoked cigarettes, drank beer and spent half the night listening to the talk of rough men, or reading silly false stories about Indian hunters, detectives and bad boys?

HOW LAURA BRIDGMAN WAS TAUGHT.

When Laura was in her second year she had a severe sickness, and when she got well it was found that she was blind and deaf, and that she had no taste nor smell; only one of the five inlets for knowledge was open. All that could come into her mind was what could be learned by the touch alone. But she had an active mind, and so she went round feeling of every thing, to find out all she could about things. She followed her mother about the house, and tried to do things just as her mother did them. She would feel of her mother's arms and hands while she was doing things, that she might find out how she did them. In this way she learned to knit, which was a great comfort to her, for she did not like to be idle.

A kind physician, who had charge of an asylum for the blind in Boston, heard about Laura. He was much interested in the helpless child, and persuaded her mother to let her come to the asylum. Here she learned many things, and the teacher taught her in this way. He put into her hands different things—spoons, keys, books, etc. Each article had a label on it. The letters on the labels were raised letters, such as are used in teaching the blind. She would feel them all over with the tips of her little fingers, her busy mind all the time thinking about how they felt. Then the labels and the things were put before her, but separated from each other. After a little trying, she learned to put the labels on the things right.

All this time she did not know that these labels had the names of the articles on them. If she were blind only, she would have known this at once, for she could have been told of it; but after a while she in some way got this idea into her mind. She was delighted, for she had now found a new way of learning things, and of telling about things to others.

And now Laura went on fast with her learning. The letters of the names were next separated, and she would put them together so as to spell spoon, key, etc. This was a great amusement to her. Sometimes, when she carelessly placed the letters wrong, she would playfully strike her right hand with her left one, and then, when the letters were placed right, she would pat her head, as the teacher was apt to do when he was pleased with any thing that she had done.

After a while the teacher taught Laura to use her fingers in talking, as the deaf and dumb do. She soon learned to make all the letters in this finger-alphabet, and now she could talk with people quite easily, if they happened to know the alphabet. When she had any thing to say, she would make the letters with the fingers, while the person to whom she was talking would look at her. But how do you think that she managed when this person said any thing to her with his fingers? She could not see his fingers, but she could feel them, and this was the way in which she knew what was said to her; she would carefully, but rapidly, pass her fingers over his as fast as he made the letters. It was surprising to see how quickly the touch of her nimble fingers would tell her mind what letter was made, and how fast she could converse with persons in this way.

Laura learned much more at the asylum than we should suppose she could with only her one sense of touch. Some persons with the whole five senses do not know as much as she does. She even learned to write; and writing and knitting were very pleasant employments to her. By writing she could put the thoughts of her busy mind on paper, so that others might read them; and while she was sitting alone thinking, she liked to make her nimble fingers useful in knitting. It was a great satisfaction to her that, though she had but one sense, she could do something useful.

Though Laura could never see beautiful things, nor hear pleasant sounds, as you do all the time, she was very cheerful, and sometimes she was very funny. She liked to play with her doll; and as the blind children in the asylum had ribbons tied over their sightless eyes, she tied one over her doll's eyes. One day she was in her play taking care of her doll as one would of a sick child. She made believe give it medicine, and put a hot bottle to its feet; and when some one proposed to her to put a blister on its back, she was so much amused that she laughed and clapped her hands.

Laura remained at the asylum and became a well educated woman. Mr. Samuel G. Howe, who taught her is honored by all men; it was his kind heart and ingenious teaching that rescued her from the darkness in which she was placed by sickness.

In China, a telegraph line from Shanghai is being constructed. In France, Edison was presented with five gold medals Oct. 21, at the electrical exhibition in Paris; Gambetta was re-elected president of the Chamber of deputies; watch the course of this man: he is a great power in France. In Germany, Bismark is growing unpopular; his opponents in the Reichstag were elected by great majorities. In Ireland, the Land League has been pronounced as treasonable by the government; Parnell the chief of it was arrested: the Land Court is in session. In Atlanta Georgia a great Colton exposition has been held. The search for the Arctic Steamer Jeannette is in active progress; the two relief ships *Rogers* and *Alliance* have been heard from. Judge Charles J. Folger, of New York, was appointed Secretary of the U. S. Treasury, Vice Windom resigned. Oct. 18, the centennial anniversary of the Surrender of Cornwallis was celebrated at Yorktown.

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MAGAZINES.

The *North American Review* for December is a good number. Hon. John A. Kasson, writes "The Monroe Doctrine in 1881." Then follows a discussion of the Death Penalty, conducted by the Rev. Dr. Cheever, Judge Samuel Hand and Wendell Phillips. The policy of Mr. Gladstone's Government toward Ireland is strenuously defended by Mr. H. O. Arnold-Foster, son of the Chief Secretary for Ireland. Four physicians and surgeons of the first rank, namely, Drs. W. A. Hammond, John Ashhurst, Jr., J. Marion Sims and John T. Hodgen, review the history of President Garfield's case. Finally the Hon. David A. Wells treats of Reform in Federal Taxation.

Mr. Elihu Vedder, the well-known American artist, lately returned from Rome, has been working since last summer upon a permanent cover for *The Century Magazine*. The general color of the paper of the present cover will be preserved, whilst the ink will be of a somewhat deeper tint, and the general massing of the letters will also be retained; otherwise, the design is entirely fresh and original.

Wide Awake will have the following features in 1882: "From the Hudson to the Neva," by David Ker. The author has recently visited the countries where the action of this romantic story lies, Algiers, Greece, Turkey, Albania, Montenegro, Russia. "Their Club and Ours" is a serial story by a boy only fourteen years old. "A Long Hispano-Roman Story" of the second century, by Rev. Edward E. Hale, will be a leading attraction of the Christmas (January) number. Other brilliant writers of short stories will contribute to the magazine during the year: Mrs. A. D. T. Whitney, Mrs. Helen H. Jackson ("H.H."), Mrs. A. M. Diaz, Sophie May, Mrs. Kate Gannett Wells, Sarah

Orne Jewett, Mrs. Lizzie W. Champney, Nora Perry. "The Traveling Law School" will deal with American institutions and laws, while Rev. E. E. Hale, in his "To-Day Papers," will discuss in his vivid, dramatic way, what is timely and important in the world's affairs from month to month.

Miss Harris has prepared a charming set of "Wild-flower Papers," to be fully illustrated from nature by Miss L. B. Humphrey. In the October *Wide Awake* was begun a "Course of Readings" designed for our young folks who would like to read in a thorough manner about interesting and practical subjects. The magazine has been permanently enlarged to admit this new educational feature. Last spring the publishers of *Wide Awake* offered American artists \$600 in three cash prizes for the three best drawings for frontispieces to the magazine. These prize frontispieces will appear in *Wide Awake* during 1882. The subscription price is \$2.50 per year.

CONCENTRATED HEAT.—The story of concentrated heat, comes from Paris. The inventor, Mr. Carriere, terms his storage apparatus a thermosphere, and describes it as a box filled with thin layers of metal, which contain the heat, and which are covered and separated from each other so as to retain it until needed. The sheets of metal are composed of some composite which has a remarkable affinity for heat, without melting. This composition has not been made public, but is supposed to be a fusion of iridium and platinum. For covering and separating the metal receivers, fine silk, saturated with a preparation of liquid oxygen, is used, and this is said to entirely close all possible escape of any degree of heat. The receivers are then packed in a box, as many and as close as desired, and the box set to one side ready for use. To obtain a supply of heat, M. Carriere makes use of the natural heat force of the sun, concentrating it by means of polished mirrors to a focus on the receivers, placed upon saturated silk protectors, which prevent any of the heat from escaping below during the receiving process. As soon as the desired degree of heat has been attained, a counter saturated cover is folded over the plate, and the latter placed in the box receptacle. If the inventor can do all he claims—it is evident that a new source of power has been developed which is of equal value with that of electricity.

INSURANCE companies are aware of the credulous weakness of those whose lives they assure, and have therefore compiled numerous tables of expectancy of life for their own guidance, which are carefully referred to before a policy is granted. These tables have been the result of careful calculation, and seldom prove misleading. Of course sudden and premature deaths, as well as lives unusually extended, occasionally occur; but the average expectancy of life of an ordinary man or woman is as follows: A person one year old may expect to live thirty-nine years longer; of ten years, fifty-one; of twenty years, forty-one; thirty years, thirty-four; of forty years, twenty-eight; of fifty years, twenty-one; of sixty years, fourteen; of seventy years, nine; of eighty years, four.

The tendency of girls of the present day to cultivate the ornamental and neglect the useful branches of their education is shown by a Philadelphia incident. A teacher of sewing was wanted in the girls' normal school, and of thirteen candidates who presented themselves, only two were able to pass a preliminary examination. Many a young woman can paint a plaque, decorate a vase or panel, embroider beautifully and make angel-cake, but when it comes to fashioning a simple article of dress, darning stockings or mixing a batch of bread, why—mother, the dressmaker or the cook must be resorted to. The ornamental has its place, and a high one, but in this matter of fact world, where every girl cannot marry a millionaire, the useful is as essential as an alloy is in gold manufactures—though it is by no means the baser ingredient.

ONE of the professors of the Edinburgh University was very much addicted to late rising, and he had an old crony who was quite as much addicted to early rising. Not only was this old friend up with the lark, but he himself—as is usual with such men—made it a virtue, which he continually paraded and held up as an exemplar to his friends. The old professor bore all the talk and advice for a long time, but continued his old custom, and only waited until his turn came to respond. It came one day in his own lecture-room, where his friend went to hear him. In the middle of the lecture his friend was fast asleep. Now was the professor's opportunity. Pausing in the midst of his remarks, he pointed to the sleeper, and addressed the students solemnly, "Gentlemen," he said, "you see before you an example of the pernicious evil habit of early rising." The peals of laughter that ran through the room awoke the sleeper, and he afterward had the story told him. "Ever afterward," in story-book parlance, he kept his virtuous actions to himself, and did not attack the failings of others.

CONVERSATION between two school-boys—First Boy: I've been down to have my head felt of by a phrenologist. Second Boy: What did he say? First Boy: Oh, he said I had a great brain, but my body wasn't equal to it, and he told my father he ought to take me out of school for a year, and just let me play, to rest and develop my physique, and father's going to do it. Second boy is now urging his father to take him to the phrenologist's.

This is the way a Vassar girl tells a joke: "Oh! girls. I heard just the best thing to-day. It was too funny. I can't remember how it came about; but one of the girls said to Professor Mitchell—oh! dear, I can't remember just what she said; but Professor Mitchell's answer was just too funny for any use. I forget just exactly what he said; but it was just too good for anything!"

It is said that for every one hundred lunatics in Prussia there are 158 idiots; in Bavaria, 154; in Saxony, 162; in Austria, 53; in France, 66; in Denmark, 58; in Sweden, 22; in Norway, 69; in England and Wales, 74; in Scotland, 68; in Ireland, 69; in America, 79.

GREAT preparations are now being made by the German teachers for the celebration of the one hundredth birthday of Friedrich Froebel, the father of the kindergarten system. Froebel was born April 21st, 1782.

SEASONABLE INFORMATION.

We have heretofore taken occasion to call the attention of our readers to the merits of MADAME PORTER'S COUGH BALSAM, and do so again, believing it to be what its proprietors claim for it. It is a remedy which has been long known, and is very generally and extensively used, particularly in New York and the New England States where it is kept on hand as a household remedy, and where its virtues are highly and justly prized. It is peculiarly adapted to children, being very palatable and free from nauseous taste, and therefore readily taken by them. It is at the same time one of the most efficacious remedies in use. It has maintained its high standard of excellence for over forty years, despite the many remedies which in the meantime have been extensively advertised in the public prints. It is not claimed for it that it is a cure for Consumption, although even in the worst cases of that disease we hear that it affords relief, when relief is all that can be expected.—*Christian Advocate.*

THE SUN.

NEW YORK, S 2.

THE SUN for 1893 will make its fifteenth annual revolution under the present management, shining, as always, for all, big and little, mean and gracious, contented and unhappy, Republican and Democratic, depraved and virtuous, intelligent and obtuse. THE SUN's light is for mankind and womankind of every sort; but its genial warmth is for the good, while it pours hot discomfort on the blistering backs of the persistently wicked.

THE SUN of 1893 was a newspaper of a new kind. It discarded many of the forms, and a multitude of the superfluous words and phrases of ancient journalism. It undertook to report in a fresh, succinct, unconventional way all the news of the world, omitting no event of human interest, and commenting upon affairs with the fearlessness of absolute independence. The success of this experiment was the success of THE SUN. It effected a permanent change in the style of American newspapers. Every important journal established in this country in the dozen years past has been modeled after THE SUN. Every important journal already existing has been modified and bettered by the force of THE SUN's example.

THE SUN of 1893 will be the same outspoken, truth-telling, and interesting newspaper.

By a liberal use of the means which an abundant prosperity affords, we shall make it better than ever before.

We shall print all the news, putting it into readable shape, and measuring its importance, not by the traditional standard, but by its real interest to the people. Debauchery from the other side of the Atlantic is not the first consideration with THE SUN. Whenever anything happens worth reporting we get the particulars, and then we tell it.

In a little while we have decided upon news, and are accustomed to press them in language that can be understood. We say what we think about men and events. It is the habit of the only secret of THE SUN's political course.

THE WEEKLY SUN gathers into eight pages the best matter of the seven daily issues. An Agricultural, Commercial, and Financial section, full market reports, and a liberal proportion of literary, scientific, and domestic intelligence complete THE WEEKLY SUN, and make it the best newspaper for the farmer's house—old that was ever printed.

Who does not know and read and like THE SUNDAY SUN, each number of which is a Goldenrod of interesting literature, with the best poetry of the day, prose, every line worth reading, news, history, matter enough to fill a good-sized book, and infinitely more varied and entertaining than any book, big or little?

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Our terms are as follows: For the daily SUN, a four page sheet of twenty-eight columns, the price by mail, post-paid, is 55 cents a month, or \$6.50 a year; or, if you desire the SUN by express, an eight-page sheet, fifty-six columns, the price is 65 cents per month, or \$7.75 a year, postage paid. The Sunday edition of THE SUN is also furnished separately at \$1.25 a year, postage paid.

The price of THE WEEKLY SUN, eight pages, fifty-six columns, is \$1 a year, postage paid. For clubs of ten send \$10 we will send an extra copy free.

Address: L. W. KELLOGG, Publisher of THE SUN, New York City.

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It will dissolve and expel tumors from the uterus in an early stage of development. The tendency to cancerous humors there is checked very speedily by its use. It removes faintness, flatulency, destroys all craving for stimulants, and relieves weakness of the stomach. It cures Bloating, Headaches, Nervous Prostration, General Debility, Sleeplessness, Depression and Indigestion.

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Began leave to call the attention of the American people to its mode of business, and asks the support of the art-loving public. We shall, as fast as possible, bring out in this country, in the highest style of artistic work, every famous art work of the Old World, and at prices which will enable the people of moderate means to adorn their homes with the choicest art works.

As an introductory example of the quality and style of work which will be produced by us, we will take pleasure in forwarding to any applicant a Complimentary Copy Free of the first edition of art work produced by us in America.

Visitors to the Dore Gallery, London, will remember the superb painting, occupying nearly an entire side of the splendid gallery, entitled

"Christ Leaving the Prætorium."

Of this magnificent painting—the most important of Dore's works—a pure line steel engraving has just been completed in England. This engraving is only sold by subscription, and the price is £6, or about \$30. It is absolutely impossible to secure a copy at a less price, except through this offer. The engraving represents the Savior as He is leaving the Prætorium, after being condemned to crucifixion. He is descending the steps leading from the judgment court. At the foot of the steps stand two burly executioners, in charge of the cross which the Savior is to bear. On the right are the followers and believers of Christ, with despair in their every look, while the mother of our Lord is an agonized and fainting attendant. In the rear and on the left are the judges and scoffers, surrounding Pontius Pilate, who are looking with fierce complacency on their work. The central figure is that of Christ, as He uncomplainingly descends the steps to take up the cross and bear it to the scene of His crucifixion.

The work in this portion of the engraving is more perfect and beautiful than we had supposed could ever be executed. The expressions of the faces, the grouping of the figures, and the careful attention to detail in the drapery and accessories of the picture, are all carried out in perfection and with consummate skill. There is a very large number of figures in the work, and all are depicted with lifelike faithfulness. It stands to-day unquestionably

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This first work, "Christ Leaving the Prætorium," will be used as an introductory advertisement, and a limited number will be furnished

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It is a correct reproduction of the English plate, which sells at \$30 per copy, many of which have been purchased by a number of Americans at that price who subscribed for it through the English house. The American edition will be furnished in the same size and with the same attention to perfect work as characterizes the \$30 copies.

The object of this extraordinary offer is to bring our enterprise into immediate recognition in this country, so that when we announce future works, the public will have had an opportunity to judge of the quality and beauty of the art work produced by the American Art Exchange.

Until the first edition is exhausted, we will ship a perfect copy of the engraving, "CHRIST LEAVING THE PRÆTORIUM" to any applicant. The engraving (which is a very large one) will be put up in a heavy tube, and sent by mail. The only charge will be the cost of tubing and postage, which will be 10 three-cent stamps. It was at first thought 20 cents would be sufficient for this charge, but from frequent breaking of the tubes in the mail bags it was decided to increase the thickness and strength of the tubes (thus making them heavier) so that they could not be broken except in case of an accident. This necessitated an increase of charges for this purpose to 30 cents or 10 three-cent stamps.

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Two or more copies, each for a different person, but to the same address, can be forwarded at the cost of 21 cents each, as one tube can be used for several copies. Not more than five copies will be sent to any address for distribution, and the name of each member of the club must be sent.

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THE SCHOOL BOY.

The poet has sung of the sweet school-girl,
With her cheek of rose, and her teeth of pearl;
Her dreamy eyes and hair auri—
Astray from Paradise—
But not a word of that bubbling joy,
The plague and tease that all hearts annoy,
The noisy, round-faced school-boy,
With laughing roguish eyes.

O! the world is gay to this merry elf!
For it only mirrors back himself,
And the hours of his day glide along
Like the music of a joyful song;
For he holds to Nature a quick ear,
And catches her tones so sweet and clear.
The future before him smiling lies,
With fairer slope and sunnier skies;
Yet he scorns not the joys of to-day,
And whistles alike at chores or play,
For his heart is running o'er with bliss;
Is not the world and its glories his?
Doughty heroes are as nought to him,
For he is bustling and full of vim,—
But Horatio charms him on the spot;
And he loves his book, or loves it not.
As its fluttering pages hold in kind,
Something akin to his boyish mind.
O, school-boy! in your sparkling beams
The hope of the future rising, gleams,
And in the palm of your slim brown hand
Lies the weal or woe of your native land;
For all things you may dare, all things do,
Earth, sea and sky yield treasures to you.
—Ohio Educ. Monthly.

THE question whether education lessens the chances of obtaining husbands, or makes young ladies too fastidious in their choice, has been seriously raised by the record kept of the marriages and deaths of the Hartford high-school graduates. Of 134 maidens graduated at the average age of eighteen in 1877, 1878, 1879 and 1880, only two have married. Of the total number of 447 female graduates of this school since 1856, a period of twenty-five years, only 147 have got married and twenty-five have died, leaving 275 old maids.

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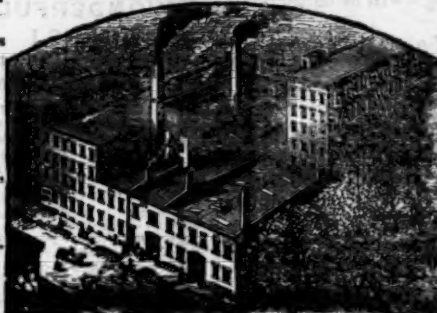
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